

# CALIFORNIA SCHOOLS

VOL. XII, NO. 9  
SEPTEMBER, 1941



# CALIFORNIA SCHOOLS

Vol. XII, No. 9  
SEPTEMBER, 1941

Official Publication Issued Monthly  
by the California State Department  
of Education

Entered as second-class matter May 8, 1930, at the  
Post Office at Sacramento, California, under the Act  
of August 24, 1912

**WALTER F. DEXTER**  
Superintendent of Public Instruction

**EDITOR:**  
**IVAN R. WATERMAN**  
Chief, Division of Textbooks  
and Publications

□ □ □

## CONTENTS

	PAGE
Average Daily Attendance in California Public Schools, 1939-40 and 1940-41	181
For Your Information	188
Professional Literature	194
Directory of State Department of Education	196

## COVER

The picture on the cover shows the interior of the classroom in the new elementary school building at Ross. The new building has been occupied since April. The interesting treatment shown in the picture combines architectural beauty with functional possibilities which have been achieved by giving extra length to the rooms, a secondary slope to the ceilings, and providing more than an ordinary amount of storage space. This view concentrates on the storage and cupboard space in the end of the room. Behind the cupboard at the left there is a recess for the children's wraps. Underneath the counter around the sink are additional cupboards, a clay bin, a chest of drawers, and other built-in fixtures which are useful to the children. The classrooms were designed by Carl C. Gromme, architect of San Rafael.

*printed in CALIFORNIA STATE PRINTING OFFICE  
SACRAMENTO, 1941* GEORGE H. MOORE, STATE PRINTER



## AVERAGE DAILY ATTENDANCE IN CALIFORNIA PUBLIC SCHOOLS, 1939-40 AND 1940-41

WALTER E. MORGAN, Assistant Superintendent of Public Instruction; and Chief, Division of Research and Statistics

The total average daily attendance of pupils in the public schools of the state increased during the school year 1940-41 on all levels for which reports have been submitted to the State Department of Education. The amounts and percentages of increase on the several levels are indicated in summary form in Table 1. Data for kindergartens are not yet available, but preliminary reports indicate considerable increase in kindergarten average daily attendance.

TABLE 1  
INCREASES IN AVERAGE DAILY ATTENDANCE, BY SCHOOL LEVEL,  
1939-40 TO 1940-41

LEVEL	AVERAGE DAILY ATTENDANCE		INCREASE	
	1939-40	1940-41	AMOUNT	PER CENT
Elementary grades <sup>1</sup> -----	677,202	680,329	3,127	0.5
High school grades <sup>2</sup> -----	352,852	362,009	9,157	2.6
Junior college grades <sup>3</sup> -----	37,779	39,109	1,330	3.5
TOTALS-----	1,067,832	1,081,447	13,614	1.3

<sup>1</sup> Including grades 7 and 8 and special classes of elementary grade in junior high schools.

<sup>2</sup> Excluding elementary grades in junior high schools and grades 13 and 14 in junior colleges; including grades 11 and 12 in four-year junior colleges.

<sup>3</sup> Including all classes above the 12th grade in all public junior colleges.

The total figures given in Table 1 appear to indicate a continuance of the trend toward general increase in public school population on all levels reported. However, more detailed analysis of the average daily attendance figures yields some interesting possibilities of interpretation which may indicate a different trend.

In the case of the average daily attendance in elementary grades, the total increase from 1939-40 to 1940-41 is 3,127. However, the actual average daily attendance in elementary grades, exclusive of emergency average daily attendance granted to districts because of epidemics and public calamities, really decreased from 675,162 to 670,598, a total decrease of 4,564. Thus the total increase in average

daily attendance in elementary grades is more than accounted for by emergency average daily attendance, which increased from 2,040 in 1939-40 to 9,731 in 1940-41, an increase of 7,691, as compared with the total increase of 3,127. It appears, therefore, that the increase in average daily attendance in elementary grades may not be an indication of any considerable net increase in elementary school population.

All increases in secondary school average daily attendance during the past year were due to increases in emergency average daily attendance and to increases in special day and evening classes for adults and in evening schools. The average daily attendance in regular day classes actually decreased both in high schools and in junior colleges.

The decrease in actual average daily attendance in regular day classes in high schools, including grades 11 and 12 in four-year junior colleges, was 3,157, or 1.0 per cent. This decrease, however, was more than offset by the increase of 3,417 in emergency average daily attendance granted high school districts because of epidemics and public calamities. It is probable, therefore, that there has been no actual loss of pupil population in regular high school grades.

There was an increase of 1,196, or 1.2 per cent, in regular day classes in nondistrict junior colleges; i.e., junior colleges in high school districts.

However, the average daily attendance in regular day classes in district junior colleges; i.e., junior colleges in separately organized junior college districts, decreased 1,891, or 7.6 per cent. Thus there was a net decrease of 695, or 2.0 per cent, in average daily attendance in regular day classes of junior colleges, exclusive of grades 11 and 12 in four-year junior colleges.

In special day classes for minors in high schools, including physically handicapped minors and minors in compulsory continuation classes, there was a decrease of 414, or 1.1 per cent. In special day classes for adults and in special evening classes and evening schools average daily attendance increased, both in high schools and in junior colleges. The increases in these classes were all substantial, both in actual numbers and in percentages, as is indicated by the detailed figures of Table 2.

In Table 3 are presented data giving the average daily attendance on the several levels in each county for the past two school years, together with the amounts and percentages of increase or decrease in each county. The relationship between the national defense program and secondary school attendance is notable in those counties in which the national defense projects are most heavily concentrated. These counties include San Diego, Los Angeles, Solano, Monterey, San Luis Obispo, Marin, San Francisco, and Santa Clara.

**TABLE 2**  
**AVERAGE DAILY ATTENDANCE IN SECONDARY GRADES, BY TYPES OF CLASSES AND BY SCHOOL LEVELS, 1939-40 AND 1940-41**

LEVEL AND TYPE OF CLASS	AVERAGE DAILY ATTENDANCE		INCREASE		DECREASE	
	1939-40	1940-41	AMOUNT	PER CENT	AMOUNT	PER CENT
High school classes						
Regular day classes	317,713	314,556	-----	-----	3,157	1.0
Special day classes						
For minors	3,826	3,412	-----	-----	414	1.1
For adults	10,688	14,177	3,489	32.6		
Total, special day	14,514	17,589	3,075	21.2		
Special evening classes	20,078	25,900	5,822	29.0		
Total, special classes	34,592	43,489	8,897	25.7		
Emergency A.D.A.	547	3,964	3,417	624.7		
Total, high school classes	352,852	362,009	9,157	2.6		
Junior college classes						
Nondistrict junior college						
Regular day classes	10,284	11,480	1,196	1.2		
Special day classes	434	879	445	102.5		
Special evening classes	551	817	266	48.3		
Total, special classes	985	1,696	711	72.2		
Emergency A.D.A.		19	19	-----		
Total, nondistrict junior college	11,269	13,195	1,926	17.1		
District junior college						
Regular day classes	24,806	22,915	-----	-----	1,891	7.6
Special day classes	343	858	515	150.1		
Special evening classes	1,361	2,141	780	57.3		
Total, special classes	1,704	2,999	1,295	76.0		
Total, district junior college	26,510	25,914	-----	-----	596	2.2
Total, junior college classes						
Regular day classes	35,090	34,395	-----	-----	695	2.0
Special day classes	777	1,737	954	122.8		
Special evening classes	1,912	2,958	1,046	54.7		
Total, special classes	2,689	4,695	2,006	74.6		
Emergency A.D.A.		19	19	-----		
Total, junior college classes	37,779	39,109	1,330	3.5		

Several inferences may be drawn from the summary of average daily attendance data for the state for the past two years. The data for elementary grades indicate a continuance of the general trend evidenced during the past several years; namely a leveling off of elementary school population. There is little indication of any immediate or considerable increase in elementary school population. Eventually

**TABLE 3**  
**AVERAGE DAILY ATTENDANCE BY SCHOOL LEVEL AND BY COUNTIES, 1939-40 AND 1940-41**

County	A.D.A.—1939-1940			A.D.A.—1940-1941			AMOUNT AND PERCENTAGE OF INCREASE OR DECREASE					
	ELEMENTARY GRADES	HIGH SCHOOL GRADES	JUNIOR COLLEGE GRADES	TOTAL	ELEMENTARY GRADES	HIGH SCHOOL GRADES	JUNIOR COLLEGE GRADES	TOTAL			PER CENT	
								AMOUNT	PER CENT	AMOUNT	PER CENT	
Alameda	43,883	28,963	7	72,846	43,912	28,813	-	72,725	29	0.1	*150	*0.5
Alpine	39	7	-	1,407	446	2	-	1,447	6	15.4	*71.4	-
Amador	972	435	-	7,464	938	443	-	1,386	*34	*3.5	13	0
Buie	5,108	2,356	-	5,108	5,110	2,408	-	7,518	2	0.0	52	2.2
Calaveras	895	308	-	1,203	899	302	-	1,201	4	0.4	*46	*1.9
Colusa	1,141	579	-	1,720	1,125	-	-	1,696	*16	*1.4	-	-
Contra Costa	11,769	5,612	-	17,381	12,333	5,843	-	18,176	564	4.8	231	4.1
Del Norte	600	237	-	1,945	541	219	-	1,950	*9.8	*18	-	-
El Dorado	1,433	512	-	3,622	1,432	541	-	3,673	*1	*0.1	29	5.7
Fresno	24,242	11,240	806	36,288	11,383	11,490	797	36,670	141	0.6	250	2.2
Glenn	1,376	747	-	2,323	1,325	763	-	2,288	*51	*3.2	16	2.1
Humboldt	5,263	2,455	-	7,718	5,046	2,479	-	7,525	*217	*4.1	24	1.0
Imperial	9,511	2,429	277	12,217	9,411	2,465	283	12,159	*100	*1.1	36	1.5
Inyo	828	251	-	1,179	991	-	-	1,298	73	8.8	46	13.1
Kern	19,216	7,429	1,076	27,721	19,440	7,863	1,225	28,528	224	1.2	434	5.8
Kings	5,290	1,706	-	6,996	5,506	1,780	-	7,286	216	4.1	74	4.3
Lake	858	477	-	1,335	879	457	-	1,336	21	2.4	*30	*4.2
Lassen	1,893	731	150	2,774	1,901	752	187	2,840	8	0.4	21	2.9
Los Angeles	250,796	142,468	15,290	408,524	249,805	148,113	13,821	411,739	*961	*0.4	5,615	4.0
Madera	4,225	1,224	-	5,449	4,235	1,288	-	5,642	129	3.1	64	5.2
Marin	3,483	2,140	607	6,230	3,537	2,091	613	6,241	54	1.6	*49	*2.3
Mariposa	588	195	-	783	535	-	-	737	*53	*9.0	7	3.6
Mendocino	2,786	1,518	-	4,304	2,700	1,545	-	4,245	*86	*3.1	27	1.8
Merced	6,958	2,395	-	9,553	7,015	2,626	-	9,641	57	0.8	31	1.2
Modoc	982	441	-	1,423	986	524	-	1,510	4	0.4	83	18.8
Mono	227	35	786	262	197	37	-	234	*30	*13.2	2	5.7
Monterey	8,476	3,328	-	12,590	9,087	3,684	1,010	13,761	611	10.1	336	10.1
											224	28.5
											1,171	9.3

Napa-----	2,118	1,106	3,224	2,342	1,493	3,535	224	10.6	7.9	311
Nevada-----	1,998	848	2,846	1,929	893	2,281	*69	*3.5	45	9.6
Orange-----	15,596	7,981	2,276	2,585	15,304	8,017	25,602	*292	*1.9	*24
Placer-----	3,409	1,847	2,900	5,546	3,299	1,812	5,462	*35	*1.9	*251
Plumas-----	1,140	363	634	1,502	1,233	416	1,649	93	8.3	5
Riverside-----	13,568	5,089	2,530	19,291	13,392	5,032	18,991	*176	*1.3	1.0
Sacramento-----	16,666	9,669	2,530	28,805	17,022	9,357	3,323	29,702	356	1.6
San Benito-----	1,327	747	59	2,133	1,271	665	89	2,025	*56	*1.5
San Bernardino-----	20,465	8,448	1,862	30,775	20,390	8,578	1,824	30,792	*75	*5.1
San Diego-----	27,699	14,311	42,886	30,367	15,324	1,375	47,666	2,668	9.6	21.0
San Francisco-----	37,564	24,371	2,253	64,188	37,206	24,477	2,884	64,567	*358	*84
San Joaquin-----	14,163	6,324	1,266	21,753	13,955	6,408	1,239	21,602	*208	*146
San Luis Obispo-----	3,601	1,819	212	5,632	4,004	1,866	207	6,007	403	*300
San Mateo-----	10,083	5,428	1,181	16,692	10,359	5,483	1,176	17,018	276	*1.6
Santa Barbara-----	7,885	4,104	217	12,206	7,620	4,056	222	11,898	*265	*5.1
Santa Clara-----	17,629	9,805	1,273	28,707	17,423	9,856	1,226	28,595	*206	*338
Santa Cruz-----	4,501	2,562	-----	7,063	4,421	2,559	-----	6,980	*80	*1.9
Shasta-----	3,330	1,350	-----	4,660	3,588	1,373	-----	4,961	258	*1.6
Sierra-----	266	121	-----	387	266	133	-----	399	-----	*1.5
Siskiyou-----	3,416	1,782	-----	5,198	3,469	1,826	-----	5,295	53	*1.3
Solano-----	4,440	2,484	-----	6,924	4,838	2,768	-----	7,606	398	*1.2
Sonoma-----	6,756	3,575	699	11,030	6,503	3,585	741	10,839	*253	*1.2
Stanislaus-----	9,611	4,260	1,423	15,294	9,477	4,372	1,658	15,507	*134	*1.1
Sutter-----	2,381	1,105	-----	3,489	2,330	1,074	-----	3,404	*51	*1.0
Tejehama-----	1,785	872	-----	2,637	1,786	925	-----	2,711	1	*1.0
Trinity-----	392	179	-----	571	372	180	-----	552	*20	*0.6
Tulare-----	16,746	5,482	645	22,873	17,076	5,664	799	23,539	330	*0.6
Tuolumne-----	1,210	611	-----	1,821	1,250	704	-----	1,954	40	*0.6
Ventura-----	9,220	3,588	659	13,467	9,087	3,581	743	13,411	*133	*0.4
Yolo-----	3,135	1,450	432	4,585	3,065	1,437	3,256	4,502	*70	*0.4
Yuba-----	2,094	730	432	3,256	2,142	732	458	3,332	48	*0.3
Totals-----	167,202	352,852	37,779	1,067,832	468,032	392,009	\$39,109	1,081,447	3,127	1.3
								0.5	9,157	2.6
									1,330	3.5
										13,615
										1.3

\* Decrease.

† Includes 1 unit of A.D.A. in Plumas County not credited for apportionment purposes.

‡ Includes unlawful A.D.A. not credited for apportionment purposes, as follows: Lassen County, 8; San Joaquin County, 33; Siskiyou County, 7; total, 48.

§ Includes 7 units of A.D.A. in Fresno County not credited for apportionment purposes.

two principal factors probably will effect substantial increases in the elementary school population. Increases in California birth rates will begin to have a material effect during 1943, six years after the first major increase in the birth rate, which occurred in 1937. A continuance of the rapid industrial expansion resulting from the national defense program undoubtedly will have some effect in increasing pupil population at all levels. This may cause minor increases in elementary school population during the current year and the next year or two, although the data for 1940-41 do not indicate that the defense program had much effect on elementary school attendance during that year.

In the secondary schools, reports from various parts of the state indicate a withdrawal of students from regular classes, particularly from junior colleges, to enter employment in the industries associated with the national defense program. Undoubtedly, the full amount of the loss in average daily attendance in grades 13 and 14 is accounted for by such withdrawals and by transfer of regular students to special classes in order to secure training preparatory to employment in the defense industries.

No doubt, withdrawals from grades 11 to 14, occasioned by the expanding national defense program in California, have also been accompanied by some, though probably minor, increases in regular class attendance because of migration from other states caused by the national defense activities in this state. However, the chief effect of the defense program has been to cause extremely great increases in the attendance of adults upon the special classes and evening schools of secondary grade.

This statement is substantiated by a general knowledge of the developments in the public school program for the training of civilians and enlisted personnel resulting from the national defense activities in this state. It is also substantiated by statistics relative to the defense program. Thus the State Chamber of Commerce reports<sup>1</sup> that defense contracts awarded in California from June 13, 1940, to June 1, 1941, totaled in excess of two billion dollars. In the same report,<sup>2</sup> the enrollment in defense vocational education classes in California between July 1, 1940, and May 5, 1941, totaled almost 50,000.

It appears obvious that the current effects of the national defense program upon attendance in adult classes of the public secondary schools will continue, at least for several years. The necessity for providing both preemployment training and in-service training for large

<sup>1</sup> "Labor Supply for National Defense in California." Report and Recommendations of the Subcommittee on Defense Labor Supply, State-wide Social Security Committee, June, 1941. San Francisco: California State Chamber of Commerce (mimeographed), p. 11.

<sup>2</sup> *Ibid.*, p. 17.

numbers of adults for the specialized defense industries will no doubt continue for at least several years. In addition, there is a growing need for the provision of special educational services to meet the needs of the young men inducted into military service. Moreover, if it is possible to assume that the present national emergency will not continue beyond a few years, the secondary schools will be called upon to provide a vast program of retraining for the persons released from the defense industries. These persons must be fitted by the schools to find employment and to function efficiently in the fields that will be developed during the period of adjustment that is ahead.

It also appears that losses in attendance in regular classes of secondary grade, due to the effects of declining birth rates between 1925 and 1933, with only minor increases until 1937, will be offset, at least in part, by additions to the population of secondary school age resulting from migration from other states, and perhaps also in part by the enrollment in special classes of the younger men who have had to leave high school upon induction into military service.

The probability is, therefore, that attendance in regular classes in secondary schools will remain fairly constant for several years, while continued increases of considerable magnitude may be expected in the attendance of adults upon special day and evening classes of secondary grade.

## FOR YOUR INFORMATION

---

### CALIFORNIA COMMITTEE FOR THE STUDY OF SECONDARY AND COLLEGIATE EDUCATION

The Office of Relations with Schools, University of California, has released the following account of the organization and activities of the California Committee for the Study of Secondary and Collegiate Education.

*Establishment of the Committee.* During the past year considerable attention has been directed toward ways and means of improving the articulation between secondary schools of the state and the University of California.

The Committee on Affiliation with Secondary Schools, which includes representatives of the secondary schools and of the University, devoted its two meetings during the year to a study of this problem. It was apparent to the members of this committee that articulation must be a co-operative undertaking on the part of both the University and the secondary school administrators.

It was the consensus that at the present time it is important to formulate procedures by which such problems as may be of mutual concern could be co-operatively solved. It was clear that such procedures should include the establishment of a number of small working committees, each delegated to study a specific problem and consisting of individuals particularly interested in that problem. The personnel of each committee should adequately represent the various educational interests of the state and so far as possible should be selected so that the obstacle of time and expense incidental to committee meetings might be minimized. Furthermore, it was agreed that whenever changes were contemplated either by the University or by the high schools which might affect the other, it would be desirable, so far as possible, not to put such changes into effect without a consultation with the other group first.

As a result of discussion of these matters, it was decided by the Affiliation Committee that "President Sproul [University of California], Chairman, appoint a committee to decide what subcommittees should be appointed, what should be their duties, how they should be constructed, etc." In order to identify this committee, it was at first called the Planning Committee of the Articulation Program, but later

the committee itself changed its name to the California Committee for the Study of Secondary and Collegiate Education. President Sproul appointed the following individuals as representatives of the several educational interests concerned: University of California—Hiram W. Edwards, Frank N. Freeman, Joel H. Hildebrand; private colleges and universities—Paul Leonard; high schools—L. P. Farris, Arthur Gould, J. R. McKillop; junior colleges—Rosco Ingalls; state colleges—Walter R. Hepner; State Department of Education—Aubrey A. Douglass; superintendents of schools—William F. Ewing.

The appointments were later ratified by the head of the organization or body concerned. A plan was adopted to provide continuity and at the same time a change in personnel by fixing a three-year term of service (in general) with the expiration of service of four individuals each year.

*Policy and Procedure.* During the past academic year, the California Committee for the Study of Secondary and Collegiate Education has had three meetings. In choosing a program of study the wishes of the entire group were incorporated into the following plan.

In the interest of improved instruction and a better articulation program, it was moved that the Committee concern itself with all matters which pertain to relationship between institutions of the state above the elementary grades.

In carrying out its purpose as defined, the California Committee will deal with the following aspects of their common problems:

1. Adaptation of instruction to individual and social needs
2. Continuity of educational programs
3. Effectiveness of the educational program
4. Definition of institutions' responsibilities with regard to new activities and services
5. Articulation policies and procedures
6. Machinery for administering a unified and articulated program.

In considering these problems, the Committee will undertake the following plan:

1. Search for matters which need emphasis
2. Make investigational studies through the appointment of committees
3. Develop points of view, interpret research in terms of pertinent problems

4. Direct the attention of organizations to matters which specifically concern them
5. Receive suggestions and advice of the co-operating agencies
6. In general, serve as a clearinghouse both to receive suggestions and to initiate consideration of any and all matters pertinent to the general purpose of the committee.

It was decided that the Office of Relations with Schools in consultation with the Secondary Division of the State Department of Education, serve administratively in making arrangements for meetings of the California Committee and of the several articulation committees.

*Publications.* The facilities of the California Association of Secondary Education through the medium of the *California Journal of Secondary Education* were offered for the purpose of disseminating information concerning the activities of the California Committee to the schools of the state.

*Plans for the Future.* The Committee will invite special committees appointed by the various agencies of the state educational system whose work has to do with educational policies and practices to co-ordinate their work through the California Committee in order that there be a solidarity of effort and of purpose.

When any agency or educational institution is giving consideration to matters which involve relationships or factors that involve other agencies or educational institutions, it will be invited to offer its suggestions and recommendations to the California Committee so that the latter committee may serve as a clearinghouse for the study of secondary and collegiate education.

An effort will be made to co-ordinate the work of the Committee with that of the Federal Advisory Committee on Education.

### PI LAMBDA THETA AWARDS FOR RESEARCH

Pi Lambda Theta National Association of Women in Education has announced three awards for research from the fund known as the Ella Victoria Dobbs Fellowship. The awards of \$250 each will be granted on or before September 15, 1943, for significant research studies in education. A study may be submitted by any person of graduate standing or by any member or group of members of Pi Lambda Theta whether or not engaged at present in educational work. A chapter of Pi Lambda Theta will also be eligible for the awards. Information may be obtained from Marion Anderson, Room 212 Statler Building, Boston, Massachusetts.

## GEOGRAPHIC NEWS BULLETINS

The National Geographic Society announces that publication of its illustrated Geographic School Bulletin for teachers will be resumed early in October.

These bulletins are issued weekly, five bulletins to the weekly set, for thirty weeks of the school year as a service, not for financial profit, by the National Geographic Society as a part of its program to diffuse geographic information. They embody pertinent facts for classroom use from the stream of geographic information that pours daily into the Society's headquarters from every part of the world. The bulletins are illustrated from the Society's extensive file of geographic photographs.

Teachers are requested to apply early for the number of these bulletins desired. They are obtainable only by teachers, librarians, and college and normal school students. Each application should be accompanied by twenty-five cents to cover the mailing cost of the bulletins for the school year.

Teachers may order bulletins in quantities for class use, to be sent to one address, but twenty-five cents must be remitted for each subscription. Subscriptions should be mailed to the National Geographic Society, Washington, D. C.

## NURSERY EDUCATION BIENNIAL CONFERENCE

The Biennial Conference of the National Association for Nursery Education will be held in Detroit October 24-27, 1941. This Conference will be the occasion for bringing together many specialists from various fields to forward discussions centering around problems of providing "Life, Liberty and Happiness for Children Now."

Conference headquarters will be Detroit's Book-Cadillac Hotel, though many sessions will travel afield in search of situations illustrating discussion material. While conference meetings do not officially begin until October 24, the preceding day will be devoted to excursions for those able to arrive early. The last conference session on the evening of October 27 will be a symposium discussion on "Children in a World at War."

## CALIFORNIA JOINT COMMITTEE ON WORK EXPERIENCE

The article by Aubrey A. Douglass in the issue of *California Schools* for August, 1941, was incorrectly captioned "California Joint Committee on School Credit for Work Experience," and the committee was incorrectly referred to by the same title through an editorial error.

The Committee's activities are much broader in scope than this limited title indicates, and its correct designation is California Joint Committee on Work Experience.

## CALENDAR OF EDUCATIONAL MEETINGS

During 1941-42 a calendar of educational meetings and conferences will be published from time to time in *California Schools*. In some cases, events may be mentioned before the place of meetings has been decided, but complete information will be given in subsequent issues. The following schedule of events is a list of certain of the meetings and conferences which take place during the school year 1941-42:

<i>Date</i>	<i>Organization</i>	<i>Place</i>
Sept. 25-27	Annual Convention California School Trustees Association	Sacramento Senator Hotel
Oct. 6-8	Annual Conference of California City, County, and District Superintendents of Schools	Santa Cruz
Oct. 9	Education Section, California Division of American Chemical Society	Oakland City Club Hotel
Oct. 12-15	Conference on Direction and Improvement of Instruction and on Child Welfare	Del Monte
Oct. 25	Nineteenth Annual Meeting, Central California Association of Journalism Advisers	Stanford University
Nov. 6	Central California Junior College Association Meeting	Reedley
Nov. 8	Central Section, Classical Association of the Pacific States	College of Pacific Stockton
Nov. 21, 22	Eighteenth Annual Study Conference of the California Association for Childhood Education	Long Beach
Feb. 21-26	Seventy-second Annual Meeting, American Association of School Administrators	San Francisco

## ANNUAL CONVENTION OF SCHOOL TRUSTEES

The Annual Convention of the California School Trustees Association will be held at the Hotel Senator, Sacramento, September 25-27, 1941. The Convention theme is "Education for Today and Tomorrow." Authorities on education will discuss school problems and educational trends. Forum discussions, general sessions, and section meetings are also planned.

Under School Code section 2.868 school trustees chosen as delegates to the Convention from any public school district may have their expenses paid by the district.

## REGULATIONS CONCERNING TEACHERS ORGANIZATIONS

The State Board of Education, at its meeting on July 12, 1941, passed the following resolution pertaining to teachers organizations:

*Resolved*, That all teachers organizations, state-wide in activity, be prohibited from soliciting or collecting dues in the public schools, or state colleges of the State of California; be it further

*Resolved*, That any public school administrator or state college president who attempts, in any way, to coerce his teachers or student teachers into subscribing to such organizations shall be considered guilty of unprofessional conduct; and be it further

*Resolved*, That this resolution be printed immediately and copies sent to all state college presidents, and to all city and county superintendents, whose duty it shall be to notify all principals of schools under their jurisdiction.

## NATIONAL CONVENTION OF PUBLIC SCHOOL BUSINESS OFFICIALS

The thirtieth Annual Convention of the National Association of Public School Business Officials will be held at the Ambassador Hotel, Atlantic City, on October 13-16, 1941. General sessions and round tables are planned. A special topic, such as personnel problems, liability for school accidents, buildings and grounds, instructional and office supplies, finance and accounting, and the like, will be taken up at each round table.

## PROFESSIONAL LITERATURE

---

### CURRENT PUBLICATIONS RECEIVED

"Bibliographies on Occupational Information and Guidance: An Annotated List." Compiled by Walter J. Greenleaf and Marguerite N. Zapoleon. Washington: United States Office of Education, Federal Security Agency, July, 1941 (mimeographed).

*Choose a Book About Things to Be Conserved.* Compiled by Helen K. Mackintosh and Effie G. Bathurst. United States Office of Education Leaflet No. 60. Washington: Federal Security Agency, 1941.

DEFFENBAUGH, W. S. *Practices and Concepts Relating to City Boards of Education: Biennial Survey of Education in the United States, 1938-40.* Volume I, Chapter VII. Washington: United States Office of Education, Federal Security Agency, 1941.

*Democracy in the Summer Camp.* Education and National Defense Series Pamphlet No. 23. Washington: United States Office of Education, Federal Security Agency, 1941.

*Education Under Dictatorship and Under Democracies.* Education and National Defense Series Pamphlet No. 15. Washington: United States Office of Education, Federal Security Agency, 1941.

*Expressions on Education by Builders of American Democracy.* Office of Education, 1940, No. 10. Washington: Federal Security Agency, 1941.

*Family Living and Our Schools.* Joint Committee on Curriculum Aspects of Education for Home and Family Living of the National Education Association and the Society for Curriculum Study. New York: D. Appleton-Century Co., Inc., 1941.

FOLSOM, JOSEPH KIRK. *Youth, Family, and Education.* Prepared for the American Youth Commission. Washington: American Council on Education, 1941.

HAMILTON, SAMUEL L. *What It Takes to Make Good in College.* Public Affairs Pamphlet, No. 53. New York: Public Affairs Committee, Inc., 1941.

KELLY, FRED J., and RATCLIFFE, ELLA B. *Financial Aids for College Student.* Office of Education Bulletin 1940, No. 11. Washington: Federal Security Agency, 1941.

KNELLER, GEORGE F. *The Educational Philosophy of National Socialism.* New Haven: Yale University Press, 1941.

LINDEGREN, ALINA M. *Education and Service Conditions of Teachers in Scandinavia, the Netherlands and Finland.* United States Office of Education Bulletin, 1940, No. 9. Washington: 1941.

MOORE, ELEANOR H. *Youth in Nurseries.* Philadelphia: University of Pennsylvania Press, 1941.

MORT, PAUL R., and CORNELL, FRANCIS G. *American Schools in Transition.* New York: Bureau of Publications, Teachers College, Columbia University, 1941.

NICHOLSON, EDWIN. *Education and the Boy Scout Movement in America.* Contributions to Education No. 826. New York: Bureau of Publications, Teachers College, Columbia University, 1941.

REID, CHARLES F. *Education in the Territories and Outlying Possessions of the United States.* Contributions to Education No. 825. Bureau of Publications, Teachers College, Columbia University, 1941.

*Science Instruction and America's Problems.* Department of Science Instruction, National Education Association of the United States. Washington: National Education Association of the United States, 1940.

# DIRECTORY OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

## STATE BOARD OF EDUCATION

	Term Expires
Dr. Lewis P. Crutcher, President, 3204 E. Second Street, Long Beach . . . . .	1940
Armistead B. Carter, Bank of America Building, San Diego . . . . .	1942
Edward J. Cummings, 2944 Ventura Drive, Santa Barbara . . . . .	1945
Miss Alice H. Daugherty, 4508 Pleasant Valley Court, Oakland . . . . .	1940
Robert M. Dulin, 9507 Santa Monica Boulevard, Beverly Hills . . . . .	1945
Dr. Herman A. Leader, Sacramento Junior College, Sacramento . . . . .	1943
Daniel C. Murphy, 90 Justin Drive, San Francisco . . . . .	1942
Mrs. Rae L. Shoemaker, 636 S. Serrano Street, Los Angeles . . . . .	1943
Mrs. Lois E. Souter, 7727 S. Harvard Boulevard, Los Angeles . . . . .	1943
James M. Tadlock, 2202 E Street, Eureka . . . . .	1944

Walter F. Dexter, Secretary and Executive Officer

Mrs. Florence B. Argall, Assistant Secretary

## STAFF

(Unless otherwise indicated all staff members may be reached at Sacramento)

Walter F. Dexter, Superintendent of Public Instruction and Director of Education	
Beryl Cole, Administrative Assistant	
Alfred E. Lenz, Administrative Adviser	
Henry M. Lynn, Departmental Accountant	
Sam H. Cohn, Deputy Superintendent of Public Instruction	
J. A. Burkman, Assistant Director of Education	
Aubrey A. Douglass, Assistant Superintendent of Public Instruction and Chief of Division of Secondary Education	
Frank B. Lindsay, Assistant Chief of Division of Secondary Education	
Walter E. Morgan, Assistant Superintendent of Public Instruction and Chief of Division of Research and Statistics	
Irene Taylor Heineman (Mrs.), Assistant Superintendent of Public Instruction, 311 California State Building, Los Angeles	
Helen Heffernan, Chief of Division of Elementary Education	
Francis L. Drag, Assistant Chief	
Lillian B. Hill (Mrs.), Chief of Bureau of Attendance and Migratory Schools	
George C. Mann, Chief of Division of Adult and Continuation Education, 311 California State Building, Los Angeles	
....., Chief of Bureau of Parent Education, 502 California Building, 515 Van Ness Ave., San Francisco	
Verne S. Landreth, Chief of Bureau of Adult Civic Education, 311 State Building, Los Angeles	
Leo Jones, Co-ordinator, Federal Education Projects, 311 State Building, Los Angeles	
W. H. Orion, Chief of Division of Physical and Health Education	
Winifred Van Hagen, Chief of Bureau of Physical Education for Girls	
Chas. Bursch, Chief of Division of Schoolhouse Planning	
Doyt Early, School Architect	
Ivan R. Waterman, Chief of Division of Textbooks and Publications	
W. S. Dyas, Chief of Bureau of State Printed Textbooks	
Raymond C. Perry, Chief of Division of Teacher Training and Certification	
Mabel R. Gillis, State Librarian, Chief of Division of Libraries	
Eleanor Hitt, Assistant Librarian	
J. C. Beswick, Assistant Executive Officer, Commission for Vocational Education and Chief of Bureau of Trade and Industrial Education	
Julian A. McPhee, Chief of Bureau of Agricultural Education; President of California Polytechnic School, San Luis Obispo	
Ira W. Kirby, Chief of Bureau of Business Education	
Maude I. Murchie, Chief of Bureau of Homemaking Education	
H. D. Hicker, Chief of Bureau of Vocational Rehabilitation	
J. M. Dodd, District Supervisor of Vocational Rehabilitation, 515 California Building, 515 Van Ness Ave., San Francisco	
W. E. Smith, District Supervisor of Vocational Rehabilitation, 107 California State Building, Los Angeles	
Commission for Special Education	
Lillian B. Hill (Mrs.), Chief of Bureau of Attendance and Migratory Education, Chairman	
R. S. French, Chief of Bureau for the Education of the Blind; Superintendent, California School for the Blind, Berkeley	
Mabel F. Gifford (Mrs.), Chief of Bureau of Correction of Speech Defects, 502 California Building, 515 Van Ness Ave., San Francisco	
H. D. Hicker, Chief of Bureau of Vocational Rehabilitation	
Elwood A. Stevenson, Chief of Bureau for the Education of the Deaf; Superintendent, California School for the Deaf, Berkeley	